Using Online Communication to Increase the Quality and Frequency of Participation in Literature Circles

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February, 2011

Abstract

This action research examined how online communication increased the quality and frequency of discussion used in literature circles. A total of 23 students took part in the study but only two groups of four students were used to collect data. The eight students were grouped by reading ability and participated in two, four week literature circles. The first four weeks included the completion of weekly literature roles and discussion in the classroom without online communication. The second four weeks included a new book, with the same responsibilities, but the added assignment of discussing online between classroom discussions. The methods of collecting data were graded literature roles, observations of classroom and online discussion, and student surveys from each four week completion. The results of the study indicate that online communication, between weekly discussions, helps to increase comprehension and thusly promotes higher quality and more frequent discussion in the classroom. This was especially true with the group reading at grade level compared to the group well above grade level. A result that was strong from both groups was an increased level of enjoyment with literature circles when using online communication. The information gained from this study will be used to promote the use of technology, in my school district, as an important tool in educating the 21st century learner.

Introduction

Context

Today’s students view technology as natural to all aspects of their lives. 21st century learners expect to use technology on a daily basis and often thrive when given the opportunity. Educational practices can often be supplemented with technology to improve the quality of instruction and increase student engagement.

Reading instruction today promotes discussion of books to help comprehension and achieve a higher level of understanding. Much time and effort is given to grouping students and encouraging them to share thoughts and opinions during the process of reading. However, often students show little excitement when given the opportunity to talk about a book in class but get excited when given the opportunity to talk with friends online, outside of school. This leads me to wonder, what happens when online discussion is added to the already successful practice of literature circles in an elementary classroom?

The Research Question

What are the effects of using online communication to improve the quality and frequency of student participation in literature circles versus traditional discussion methods?

The Need for the Study

I have used literature circles in my classroom for the past four years with various degrees of success. I’ve tried different ways to group students from letting them pick their own groups to assigning groups based on their reading level. I’ve also tried a variety of roles and schedules to improve upon, often lackluster, discussion. I’ve done extensive modeling on how to improve the completion of literature roles and how to communicate successfully when discussing the roles. Rubrics have been used by peers and the teacher to encourage on-task, relevant discussion.

All of these modifications or changes to literature circles have helped, but I still found students not reaching the level of discussion that I envisioned when first starting this educational practice. By level, I mean both frequency and quality of discussion. I envision students extending discussion beyond simply reading and responding to literature roles. I want students to extend thoughts and formulate new questions based on discussion. The main goal is to improve students’ critical thinking.

After changing, modifying, or supplementing instruction to enhance literature circles, I am looking to achieve something I cannot provide in a typical school day. I want to provide more time for students to interact and talk about the book before meeting for the final weekly discussion. I believe that students who can communicate and ask questions or clarification with peers, before discussion, will better understand the book. This will hopefully create better discussion questions, improve completion of literature roles, and promote students to think more critically during weekly discussion. The only way to provide this opportunity for students is to give them an online forum that they can access at any time to communicate with peers.

Review of Literature

Two educational practices have gained popularity in the last 30 years. Literature circles and online discussion support and encourage higher level thinking by giving students avenues to communicate ideas and thoughts with each other. Grisham and Wolsey (2006) support this when they said, “Our experience in U.S. classrooms and through research demonstrates that when students are given the opportunity and appropriate structures, they are competent and willing to think critically about complex situations and to work together to construct an understanding” (p.648). The important question from this statement is how or what opportunities and structures work best in promoting students to work together in order to think critically and construct an understanding. Literature circles and online discussion provide such opportunities.

Research has supported that literature circles can increase comprehension, improve higher-level thinking, and foster quality responses to text (Clarke & Holwadel, 2007) while Meyer’s study (as cited in Wang & Woo, 2007) states students who were involved in online threaded discussion compared to face-to-face discussion revealed that students involved in online discussions exhibited more higher-order thinking by contributing more exploratory and integrative comments. Along with this, Baglione and Nastanksi (2007) stated, “Online discussions, according to our sample of experienced professors, provide more substantive discussion than the constructionally informal classroom discussion because of research and reflective time, physical anonymity, and equitable distribution” (p.148).

Literature circles are a classroom practice that has gained popularity in recent times. “In the past three decades interest in this discussion practice has blossomed as evidenced by the increase in the number of journal articles and conference papers on the topic” (Gambrell, as cited in Clarke & Holwadel, 2007, p.21). Most of the focus with literature circles, like previous studies cited in Long and Grove (2003) indicate, “are that all children (not just certain populations) when given appropriate support can fully participate in conversations about texts where they construct meaning from what they are reading, make connections between the text and their own experiences, and evaluate the text and their understanding of it” (p.359).

Literature circles are used in an effort to improve upon the I-R-E reading format that Meehan identified in 1979. This format requires teachers to first initiate (I) the question about the literature. This has teachers asking almost all the questions in the classroom. Then students respond (R) to the questions that the teacher asks. Finally, an evaluation (E) of the response is often done by the teacher instead of students. This now puts the teacher back in control of asking the next question which virtually eliminates “discussion” from the classroom (Grisham & Wolsey, 2006). The goal of using literature circles is to truly involve students in the process of critical response. Long and Grove (2003) describe an ideal literature circle as engaging in critical response and students who “would interpret from more than one perspective and point of view; would be purposeful and reflective; and would question one another, change their minds, and push one another’s thinking as they discussed actions that could be taken in relation to the issues at hand” (p.354). Long and Grove also describes critical responders as purposeful; curious; able to get to the essence of the problem; adept at drawing from prior knowledge; deep “reflectors”; and good at “feeling” as well as thinking through a problem and then acting on it. In summary, critical responders are students who practice higher level thinking skills.

There are many things included in successful literature circles which promote critical responders or higher level thinking. First, include groups that are student-centered and directed but teacher-facilitated. Second, organize around groups of students but allow for individual assessment (Moen, 2005). Successful literature circles also depend on a classroom climate in which everyone feels valued thus creating a climate of collaboration and respect. This is key to the success of this instructional practice (Clarke & Holwadel, 2007). Along with creating a positive classroom environment Clarke & Holwadel explained that “creating meaningful instructional practices that valued student voice, encouraged positive interactions, and fostered transactional reading opportunities” is just as essential to the success of literature circles. Teachers need to create an environment that promotes curiosity and questioning (inquiry) and pushes reading, writing, thinking, feeling, talking, and taking action beyond the obvious (Long & Grove, 2003).

Many teachers do this by assigning roles and modeling behaviors and questions. Early elementary students need the most modeling and scaffolding due to their limited experiences with literature circles. Christine Moen (2005) realized “that students need to be taught to create meaningful questions, just like they need to be taught any other skill.” Moen also realized that it’s helpful for students to have examples of good questions as they prepare their own questions to encourage productive and appropriate discussion. This means that assigning roles or jobs to students is not necessarily a key general pedagogy for literature circles but tends to help with students that have no prior experience in literature circles. Scaffolding, when it is engaging to students, typically helps students prepare for discussion and could help motivate them in the beginning (Certo, Moxley, Reffitt, & Miller, 2010).

Literature circles started in the elementary grades but are now a clear part of education K-12. In an interesting study conducted by Certo, Moxley, Reffitt, & Miller (2010), they recorded the perceptions that elementary students had regarding literature circles. In the study they found that 23 of 24 interviewed students preferred “literature circle books” over their “reading book” [commercial basal program] or a supplementary text from the commercial basal program. They found that 50% of students reported that because of texts they discussed in literature circles, they ended up reading other books. In the study they showed how using a variety of forms of writing both motivated students to prepare for literature circles and improved self-confidence in struggling readers. Gifted students were forced to slow down in their reading and realized that they were missing text events or literary elements. However, gifted students in 5th grade overwhelmingly disliked literature roles or jobs. On the other end, struggling readers did not all enjoy literature circles. Some became lost in discussion or could not keep up with the group. Literature circles should be part of balanced literacy so as to meet the needs of all students. This led the authors to conclude that literature circles, as part of balanced literacy instruction, have the potential to rejuvenate excitement about teaching and invoke excitement about reading and discussing among students (Certo, Moxley, Reffitt & Miller, 2010).

Online discussion (asynchronous or real-time chat) has also gained popularity due to research by Graham (as cited in Jewell, 2005) that indicates, “the majority of students do not learn in isolation” and that “learning occurs in an environment where ideas can be ex-changed and then changed, where hypotheses are presented, confronted, questioned, and confirmed” (p.83). Online discussion is typically used with online only courses. However, more educators are using this communication tool to supplement classroom instruction in a hybrid format. Baglione & Nastanski (2007) corroborate this in their research with university professors when they state that “many faculty equally preferring both mediums, cross-pollination in hybrid classes will continue to flourish” (p.148). As with most progression involving technology it seems to follow a top-down approach as typically that is where more focus is put on technology. Following this progression it’s only a matter of time before hybrid courses are more prominent at the elementary level.

There are certainly many benefits of both asynchronous (threaded discussion) and real-time chat (where everyone is in a chat room at the same time). Asynchronous or threaded discussion seems to the most common type of discussion used in hybrid type courses. Research showed that threaded discussion allowed students to communicate by combining the best of written journals and face-to-face discussion (Wolsey, 2004 as cited in Grisham & Wolsey, 2006). Threaded discussion can also be interactive like face-to-face discussion but thoughtful, like written work (Grisham & Wolsey, 2006). Jewell (2005) follows this up by stating, “Students are inclined to be more careful with their written language than with their oral language. Additionally, students can be more daring with their discussion-board analyses than they are with their oral assertions” (p.83). Along with better and more thoughtful responses, online discussion was “more comfortable, less aggressive and offered more equal opportunities for group members to voice their opinions” (Wang & Woo, 2007, p.282). Many students feel social pressures when meeting face-to-face and often these pressures can lead to a lack of participation or discussion that easily gets off topic (Clarke & Holwadel, 2007)

Like with most things, online threaded discussion also has some drawbacks. Wang and Woo (2007) identify many possible drawbacks such as since online discussion is not observable and identifiable, it suffers more miscommunication and misinterpretation. Another drawback that often frustrates many participants is not getting immediate feedback from others because not all participants are online at the same time so when prompt responses are necessary it is recommended to use face-to-face discussion (Wang & Woo, 2007)

Literature circles using online discussion encourages teachers to center literature study on the student voices in ways that would have been nearly impossible without the technology. Online discussions appear to have eased the rigidity of a typical classroom schedule and tended to produce more genuine responses both online and face-to-face (Grisham & Wolsey, 2006). Grisham and Wolsey also noted that students, when using only paper with the teacher as the sole audience, often only recounted the story and made minimal attempts at prediction. What students created in the social environment online was their voice was found, they made meaningful predictions, they connected the literature with other media, and it motivated students the way only their peers could. They also concluded through an analysis of electronic transcripts over time that “the asynchronous nature of online discussion prompted students to think more deeply about their responses to the literature and to the members of their groups than did the paper journal or the face-to-face discussions”. One boy in particular had paper journals that consisted largely of summaries of the reading, but in his threaded discussion entries he made inferences, predictions, connections to experiences outside of class (an extracurricular field trip to the Maritime Museum of San Diego), and descriptions of literary elements ( Grisham & Wolsey, 2006).

Making these literature circles work requires the teacher to act as a model, replying to student messages, encouraging student responses, modeling good netiquette, and instructing and modeling the use of computers and software (Grisham & Wolsey, 2006). Grisham and Wolsey also stated that “teacher participation in electronic discussions was critical to increasing the level and complexity of student response”. Kilbane and Milman (2010) details specifically how to organize and run literature circles to provide support for online discussion. A few important items they mention are teachers should facilitate group work; confer with learners or groups who struggle; establish and share the assessment of the literature circle tasks and/or participation; participate in the discussion and/or literature circle where/when needed; and ask learners to perform roles using the online discussion board or forum to participate in the literature circle.

After consulting previous research on literature circles and online discussion, while finding little information on using both in an elementary setting, it is evident that more research is needed on the integration of student online communication in literature circles at the elementary level. Literature circles and online discussion naturally promote social interaction and thus, according to research, improves critical thinking. However, combining online communication with literature circles does not necessarily improve the frequency and especially the quality of discussion. Upon completion of this literature review, and in an effort to improve critical thinking, I plan to ask the following question in my action research: What are the effects of using online communication to improve the quality and frequency of student participation in literature circles versus traditional discussion methods?

Methodology

I used both quantitative and qualitative research to determine if including online communication in literature circles increases the quality and frequency of student participation compared to traditional methods.

Participants

My action research took place in my 5th grade classroom. I received IRB approval for this action research project (Appendix A) and a signed consent form from my principal (Appendix B). The students who took part in my research were male and female youths, ages 10 or 11 years old, who were enrolled in the 5th grade. The students attended an elementary school in a suburban, middle class district.

There were 54 students in two classes at my elementary school but my research sample was comprised of students from only my class of 27 students. These students were selected based on the practicality of the students already being in my reading class. My class consisted of both regular and special education students. Parent permission (Appendix C) and student assent (Appendix D) was required in order for the students in my research sample to participate.

Instruments

I used four instruments to collect research data. The first instrument was the observation of classroom group discussion (Appendix E) which was used throughout my entire research. I observed group discussions every week looking for how students were participating. I looked for not only frequency of participation but also quality. When observing I looked for students who showed an extension of thinking, responded to others in a meaningful way, and listened attentively.

My second instrument was also used throughout my entire research. I used a “Discussion Director Questions” rubric (Appendix F) to provide quantitative data on how well students wrote discussion questions that were shared with their literature circles. I compared individual student scores between literature circles without online communication to literature circles that used online communication. I also did the same with comparing group averages between the two.

My third instrument was an observation sheet (Appendix G) to be used only with online communication. I observed how often students posted messages and what type of comments they made. This helped to understand how students weekly, classroom discussion changed.

My final instrument was a set of surveys (Appendix H and I) that were taken at the end of each book a literature circle read and discussed. Each survey helped me to better understand students’ perception of themselves as a reader, of literature circles, and of how online and face-to-face discussion helped them better understand literature.

Procedure

The steps that took place for completion of my Action Research project are as follows: First, students were grouped according to reading level. All groups then picked out a book that they read for the first four weeks of the research. This part of the research was completed like traditional literature circles with no online communication. Once the group picked their appropriately leveled book they had to determine how many pages they would read each week and what roles they would complete. The roles were Discussion Director (Appendix J), Sequencer (Appendix K), Illustrator (Appendix L), and Character Sketcher (Appendix M) which were rotated between students each of the four weeks.

Throughout each week students were given a limited amount of time to get together and talk about the book before the final discussion on Friday’s. Each Friday is when all students had their pages read and roles ready for discussion. During Friday discussions I recorded observations on how students participated and collected their roles to further evaluate the questions that were prepared. This continued for the first four weeks, or the first book that students read. At the end of the first four weeks students took a survey which asked them to reflect back on their experience with traditional literature circles.

I observed, surveyed, and evaluated the roles of all groups as part of their typical reading grade but I only recorded my observations, surveys, and rubric scores for two groups. Group A consisted of students who read above grade level and Group B consisted of students who read below grade level.

The second four weeks followed the same procedures of picking a new book, planning the pages and roles that were completed, discussing the book throughout each week, and participating in Friday discussion. However, instead of limited time in the classroom to discuss the book throughout the week, students were given access to an online discussion board. If students did not have access to the internet at home they were given time during the day to log on and participate online. Students were given a weekly, online prompt (Appendix N) to facilitate discussion.

I also followed the same routine and procedures of recording observations during Friday discussion and evaluating the questions that were prepared of Group A and Group B. At the end of the second four weeks students were given a similar survey that focused on their experiences with the online portion of their literature circle experience.

Results

I collected data to determine if using online communication during literature circles improves the quality and frequency of participation. I sorted my data between two groups of different reading levels. Group A was reading around a fifth grade level and group B was multiple grade levels above fifth grade. Each group’s data is sorted by four weeks of participation in weekly classroom meetings without online discussion and four weeks of participating in weekly classroom meetings with online communication.

I start my results by showing the frequency of participation in both an online environment and in the classroom. I was intrigued to see how the number of posts online did not necessarily promote increased, quality discussion in their weekly in-class discussions. I recorded in-class, quality discussion by looking for specific comments or questions that I felt extended the groups thinking beyond basic discussion such as making connections to other texts or experiences. I also included in quality discussion, positive comments that promoted the group to keep going. Online posts were eventually broken into similar categories but for frequency of participation I simply recorded the total number of comments posted each week.

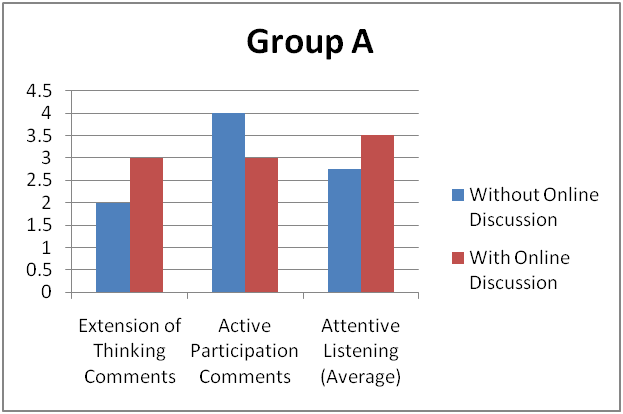
Figure1 and Figure 2 show the relationship between the number of online posts compared to the quantity of quality discussion comments during weekly meetings. The results from both groups do not seem to indicate there is much relationship between the two.

*Figure 1.* Literature Circle Participation.

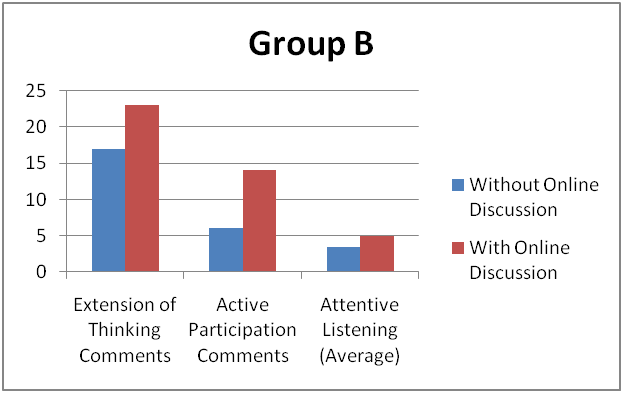
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*Figur2.* Literature Circle Participation.

To further the data on group participation, Figure 3 and Figure 4 shows the difference in the frequency of quality participation during weekly meetings in the classroom. Both groups showed an increase in their extension of thinking and attentive listening when using online communication between meetings but active participation comments were mixed. Both of the categories that showed improvement directly support my hypothesis.



*Figure 3.* Observations of Weekly Meetings.

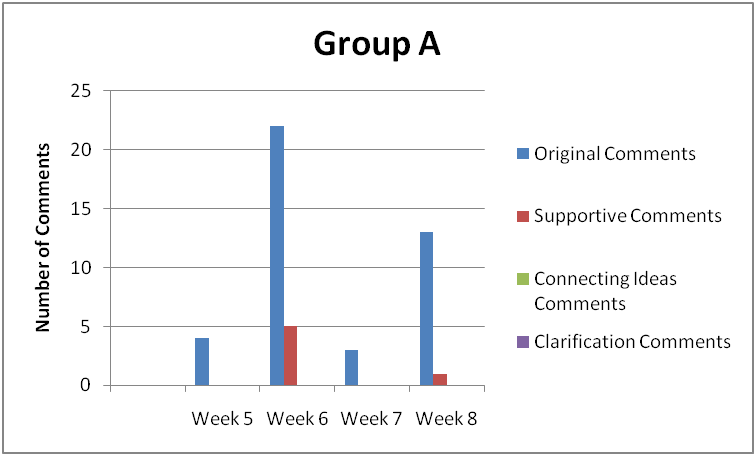


*Figure 4.* Observations of Weekly Meetings.

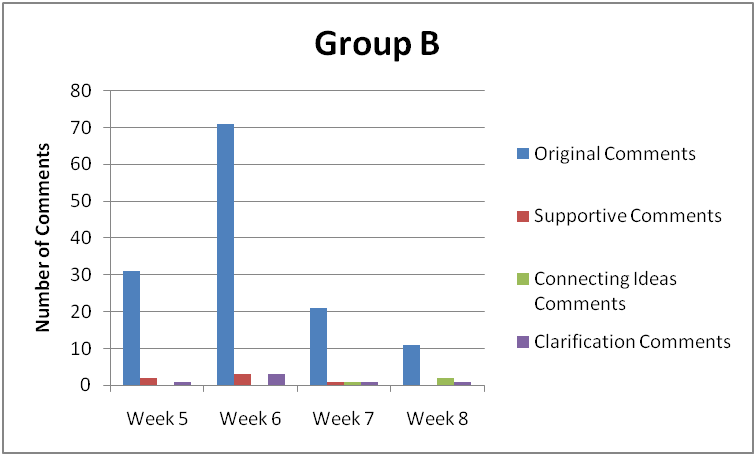
To finish up the data on frequency of participation and how it effects discussion, I present Figure 5. This figure shows the difference of participation between the two groups in an online environment. I attribute most of the difference between the two groups not to reading level but to how those students are with homework completion. Even with the minimal number of posts group A exhibited they still seemed to improve their in-class discussion as shown in the previous four figures.

*Figure 5.* Posts in Online Discussion.

Adding to the idea that online discussion increases participation in discussion I also present data to show how it increases the quality of discussion. Figure 6 and Figure 7 show the quality of online discussion and how it contributed to an increased quality of discussion in the classroom. Group A discussed in a very basic way of posting a comment and responding to others. Group B discussed at a higher level with not only original and supportive comments but went deeper when connecting multiple ideas and asking or providing clarification for hard to understand ideas.



*Figure 6.* Types of Comments in Online Discussion.

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*Figure 7.* Types of Comments in Online Discussion.

The comments and discussion in an online environment, between weekly meetings, were intended to increase the quality of participation in classroom discussion. I believe the online comments lead to an increase in comprehension, which lead to the preparation of quality discussion questions, and eventually to an opportunity to increase discussion quality in the classroom. Figure 8 and Figure 9 show the positive effect online participation had on the quality of prepared questions for students’ in-class discussion. This is especially true for group A, who were reading at grade level, as group B already achieved high scores in most question categories. The analysis questions realized the greatest increase in scores which seemed to still come down to increased comprehension.

*Figure 8.* Evaluated Discussion Questions.

*Figure 9.* Evaluated Discussion Questions.

Breaking this information down by individual student, Table 1 and Table 2 shows these gains or losses between the two sets of discussion questions that students completed while in traditional literature circles and with online communication. Even though I did not officially record the number of online posts per student I noticed that students whose scores increased the most tended to participate with greater frequency online.

Table 1

*Difference of Student Scores Among Evaluated Categories.*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | A1 | A2 | A3 | A4 | Total Gain/Loss |
| Knowledge | -1 | 0 | 0 | 0 | -1 |
| Analysis | +1 | +3 | +2 | +1 | +7 |
| Synthesis | 0 | +2 | +1 | 0 | +3 |
| Evaluation | -1 | +2 | +1 | +1 | +3 |

Table 2

*Difference of Student Scores Among Evaluated Categories.*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | B1 | B2 | B3 | B4 | Total Gain/Loss |
| Knowledge | 0 | 0 | 0 | 0 | 0 |
| Analysis | 0 | +1 | 0 | 0 | +1 |
| Synthesis | 0 | 0 | 0 | +1 | +1 |
| Evaluation | 0 | 0 | 0 | 0 | 0 |

After collecting mostly quantitative data through my research I surveyed participating students to rank or rate their experiences with parts of the literature circle process after each four week period. Table 3 and Table 4 show mean scores of each survey question. Group A’s low results surprised me compared to their comments listed in Table 7 along with my observation notes during in-class discussion. My impression was group A showed more improvement when using online discussion between in-class discussion but yet group B showed a bigger increase when rating the effect of online discussion in understanding the book and completing their literature roles.

Table 3

*Group A’s Student Survey Mean Scores*

|  |  |  |  |
| --- | --- | --- | --- |
| On a scale of 1-4 with four being the most/highest | Without Online  Discussion | With Online  Discussion | Difference |
| How would you rank your reading skills? | 3.66 | 3.75 | +0.09 |
| How much do you enjoy literature circles? | 3.66 | 3.75 | +0.09 |
| How did face-to-face or online discussion, before the weekly meeting, help in understanding the book? | 3.66 | 3.66 | 0 |
| How did face-to-face or online discussion, before the weekly meeting, help you better complete your literature roles? | 3.66 | 3.50 | -0.16 |
| How did the weekly meeting help in your understanding of the book? | 4 | 3.25 | -0.75 |
| How do you think you contributed to group discussion? | 3.33 | 3.25 | -0.08 |

Table 4

*Group B’s Student Survey Mean Scores*

|  |  |  |  |
| --- | --- | --- | --- |
| On a scale of 1-4 with four being the most/highest | Without Online  Discussion | With Online  Discussion | Difference |
| How would you rank your reading skills? | 3.75 | 3.75 | 0 |
| How much do you enjoy literature circles? | 3.25 | 3.50 | +0.25 |
| How did face-to-face or online discussion, before the weekly meeting, help in understanding the book? | 1.75 | 3.00 | +1.25 |
| How did face-to-face or online discussion, before the weekly meeting, help you better complete your literature roles? | 2.00 | 2.50 | +0.50 |
| How did the weekly meeting help in your understanding of the book? | 3.25 | 3.50 | +0.25 |
| How do you think you contributed to group discussion? | 3.75 | 3.25 | -0.50 |

At the end of each survey I asked for a written response as to how they liked literature circles and what could be improved. Table 5 and Table 6 give student responses of literature circles without online discussion while Table 7 and Table 8 are the responses after their use of online discussion. Overall, I received positive comments about literature circles and was interested in the comments about wanting more discussion time before using online discussion. After using online discussion I was surprised by how much they enjoyed using the online communication tool. I was especially surprised that some students from the grade level group, often reluctant readers, thought it really helped them out, inspired them to read, and had them asking for more time to discuss in class.

Table 5

*Group A’s Written Responses- Without Online Discussion*

|  |
| --- |
| *Question: What do you like about the current format of literature circles and what do you think would make literature circles better?* |
| “I like that we do Friday’s group discussion but I think there should be one more discussion.” |
| “Listen better and listen to who is talking and don’t get off track. Other than that we are going really good!” |
| “I love lit circles, it is very helpful. But some people in our lit group did not contribute.” |

Table 6

*Group B’s Written Responses- Without Online Discussion*

|  |
| --- |
| *Question: What do you like about the current format of literature circles and what do you think would make literature circles better?* |
| “I like literature circles and that we each do one of the roles once. I think having some time to ask our group members questions we have about the book would be helpful other than just talking about our roles.” |
| “I like the lit. circles a lot and it would be better if there were bigger groups.” |
| “I think you should have us read more pages. I liked that my group was awesome and that the jobs were easy but hard to do. (Mostly Discussion Director)” |

Table 7

*Group A’s Written Responses- With Online Discussion*

|  |
| --- |
| *Question: What do you like about the current format of literature circles and what do you think would make literature circles better?* |
| “I think the online discussion really helped me and my group out. Go Edmodo! No changes are needed to discussion.” |
| “If we had more time to discuss.” |
| “I love to lit role. It made me read more and understand the plot of the book. It got me thinking what is going to happen next. I would give the lit role a 4 because it inspires me to read more! Thanks for literature roles.” |

Table 8

*Group B’s Written Responses- With Online Discussion*

|  |
| --- |
| *Question: What do you like about the current format of literature circles and what do you think would make literature circles better?* |
| “I like literature circles how they are and really enjoy the online discussion. I think it would be nice to have at least 10 minutes in school to work on the online discussion. |
| “I think there should be more than 2 times to do literature circles. I think there should be Edmodo in the first four weeks.” |
| “I really like Edmodo. I thought Mr. Hagen’s questions were good and were not too hard but not too easy to answer. I also enjoy my group.” |

The data collected and displayed in this study does not have any statistical significance other than mean scores or direct comparisons of total values. The scoring and categorizing of data was aided by a rubric or specific criteria but was still subjective in nature.

Discussion

Prior to conducting this study I believed that using online communication in literature circles would improve the frequency and quality of participation compared to discussing once a week with traditional literature circles. Over the course of the study I found that my suspicions were mostly true. There is no way to reach a definitive answer due to my research consisting of a small sample size, short time period, and one book but I’m still encouraged by the results.

I originally thought that only quality online discussion would contribute to improved discussion in the classroom. However, I found that instead of quality online discussion impacting classroom discussion it seemed that simply discussing online was enough. I found that students reading above grade level used online discussion to enhance their already quality discussion by posting their high leveled thoughts and curiosities that they often seem to have. I believe the grade level group benefitted the most from online discussion by thinking and talking about the group between in class discussion. The extra time thinking and talking about the book led to increased comprehension which, for them, led to improved classroom discussion.

After analyzing all of my data, in the end my findings turned out to be fairly simple. Online discussion increased the quality of discussion because it used technology that students were engaged in and it provided students an opportunity to increase comprehension by communicating with each other without taking precious class time.

These findings are enforced by the writings of Grisham and Wolsey (2006) which states that students are willing to think critically when given the opportunity to work together. Also, Clarke & Holwadel (2007) along with Wang & Woo (2007) respectively showed that literature circles along with online threaded discussion can increase comprehension and high-order thinking which I believe my study successfully showed. I believe that my results supported many of the studies that were cited in my literature review. I took the positive attributes of literature circles and combined them with online, threaded discussion to successfully show that when combined, comprehension and higher-order thinking can be even further enhanced.

Reflection

When I first started my research I was skeptical that communicating online would directly relate to higher order thinking and more frequent participation in literature circles. I thought it could support literature circles but wasn’t sure if the time and effort put in, by both the teacher and students, would be worth the outcome. Needless to say, I went in with a very open mind and was hoping to be proved wrong.

I was pleasantly surprised with my outcome even though the data by no means proves my question. Students were energized by online discussion and seemed to enjoy their second book more than their first while increasing their level of participation in literature circles. I believe this was due to increased comprehension from more time talking about their book online. However, this is where one of the flaws of my research appears. Even though both groups read books at their reading level, we all know that books vary greatly and a simple change in genre or how well a story is written can affect student comprehension. I believe that online discussion accounted for a greater percentage of the increased comprehension but I cannot say for sure how much.

When analyzing group A and group B for increased comprehension I was interested in the difference in their participation online. The grade level group participated far less frequently but seemed to show a greater increase in preparing quality questions and improved discussion. Again, I assume these increases would be from greater comprehension but according to their lack of online discussion I’m not sure the online portion contributed much. Students in this group often would not participate in a timely manner, if at all. This is where I assume that simply having to think and moderately talk about the book, in between classroom discussion, was enough to improve comprehension.

Group B was already reading and achieving at a high level before online discussion. I know that communicating online was very engaging to them and they flourished during certain weeks. However, it didn’t seem to affect them as much when it came to preparing quality questions and increasing discussion in class. Their online discussion was at a much higher level compared to group A, but didn’t necessarily produce better discussion in the classroom.

Informal observations of other groups in my class reaffirmed feelings that online discussion benefits struggling or average readers more than high achieving students. Struggling or average readers need extra opportunities to talk about a book to increase comprehension. They need extra time that is often not available in a typical school day. Online discussion provides them this opportunity of learning without the time constraints of a typical school day. High achieving students tend to comprehend at a high level without the help of online discussion. They may become more engaged in literature circles and continue quality discussion throughout the week but online discussion doesn’t seem to drastically improve their already high level of discussion.

After the research was completed, I looked back on the whole process and realized managing the online discussion aspect of literature circles was actually very easy. As the teacher, I put up a generic question each week for groups to respond to, would monitor discussion periodically, and encourage when necessary. Most students enjoyed online discussion but like with any homework, some had a harder time of completing all requirements. All students seemed to benefit from including online discussion in literature circles but at varying degrees. The big idea I came out of this research with was that online discussion is a great differentiation tool. It doesn’t only have to be associated with literature circles and reading but can be used in other subjects where discussion can increase comprehension and learning.

Recommendations

If I were to do this study again I would include more students or groups to help draw a more accurate conclusion. I would also limit the books students could choose from to one genre to help eliminate a possible increase in comprehension strictly due to interest level. The last thing I would change is how the eight weeks fell on the school calendar. I had shortened school weeks and a long break over Christmas and New Years which I felt interrupted the flow of online discussion. In a spin-off study I would be interested to research how online discussion could improve performance in other subjects such as social studies and science.

Future Plan of Action

I do not plan to publish my findings due to the study’s limited sample size. I don’t feel my data is strong enough to come to any final conclusions. My research will be used as a guide for my own teaching practices as it strengthened my beliefs in the use of technology to improve learning. I will probably include online discussion with whole class and other guided reading groups while eventually experimenting with other subjects. At a district level I plan to use my results in a technology meeting to support my efforts in getting a district wide platform for online learning and discussion such as Moodle.org.

The idea that communication with peers increases comprehension remains true and technology gives educators a wonderful tool to meet this fundamental idea. Considering that educators today are expected to teach more content without increasing students’ time in the classroom, I believe that technology will help make up some of this time. With my findings that support the use of online discussion to increase the quality and frequency of participation in literature circles I hope you consider using it in your classroom. Online discussion is a powerful teaching tool and is a great way to meet the needs of our students today and in the future, the 21st century learner.

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APPENDIX A*.* IRB Approval

Researcher Name: Chad Hagen

Your project titled *“Using Online Communication in Literature Circles”* has been reviewed by the Marian University Institutional Review Board for the Protection of Human Subjects (IRB).  It has been determined that under rules governing protocol review, the project qualifies for expedited review and is approved for one year without modification.

1. If you should make any future changes in the protocol involving 1) method, 2) subjects, 3) informed consent, and/or 4) subject identification, you must submit a protocol modification. Contact the Office of Research and Sponsored Programs for instructions regarding protocol modification.
2. The case number assigned to this protocol is **D101110112Q**; please reference this number in all future correspondence.  You are responsible for maintaining all records related to this project for at least three years after completion of the research project.
3. Your protocol approval is valid from 10/19/2010 to 10/18/2011.  You will be required to submit an Annual Progress Report (APR) to the IRB at the completion of your project. Before your proposed end date, you will be sent a reminder to complete this form and return it to the Office of Research and Sponsored Programs to disclose the status of the research, which can be found on the [Marian University IRB website.](http://www.marianuniversity.edu/irb) You may also request an extension of IRB approval for another year beyond the approved end date by completing this form.

Please do not hesitate to contact the ORSP ([orsp@marianuniversity.edu](mailto:orsp@marianuniversity.edu) or 920-923-8976) if you have questions or require additional information.

MARC HEIMERL, IRB Secretary

Office of Research and Sponsored Programs

Marian University

45 S. National Avenue; Room R006

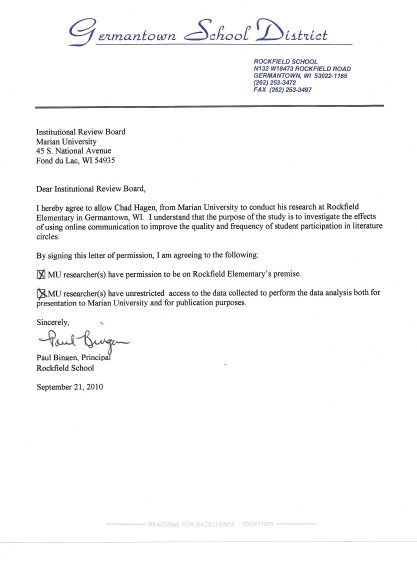
Fond du Lac, WI 54935

Telephone: 920-923-8796

Fax: 920-926-2114

www.marianuniversity.edu/irb

# APPENDIX B. Signed Site Permission



APPENDIX C. Parent Consent Form

|  |  |
| --- | --- |
| Institutional Review Board for the Protection of Human Subjects (IRB)  **Parent Permission Form** | **UniversityLogo** |

*School of Education*

**Study Title:** Using Online Communication in Literature Circles

**IRB Approval File Code:** D101110112Q

**Researchers:**

* *Principal Investigator – Chad Hagen, 262-253-3472, chagen@germantown.k12.wi.us*
* *Research Advisor – Dr. Susanne Dennis, Marian Professor*

You are being asked to allow your child to take part in a research study carried out by me, Chad Hagen. Please read this form carefully, taking as much time as you need. Ask me, the researcher to explain anything you don’t understand. This study has been approved for human subject participation by the Marian University Institutional Review Board (IRB).

You may refuse to give permission, or you may withdraw your permission for your child to be in the study, for any reason. Your child will also be asked if he or she would like to take part in this study. Even if you give your permission, your child can decide not to be in the study or to leave the study at any time.

**What is this research study about?**

This research study is being done to study the effects that online communication has on student participation during literature circles.

We are asking your permission for your child to be in the study because he or she is in my homeroom class and participates in literature circles/ book clubs as part of the Reading curriculum.

**What will my child be asked to do if he or she is in this research study?**

If your child takes part in the study, he or she will be asked to participate in two separate literature circle groups. Each group consists of reading one book in a four week time period. Your child will read an assigned number of pages each week while completing an assigned literature role to be completed by Friday’s discussion. The reading and literature roles will be completed as part of regular classroom work. This might include doing some of the work as part of weekly homework. This research study will not result in an increased workload for your child as everything being assigned would be part of the classroom’s typical reading curriculum. During the second literature circle group your child will be asked to join a website where he or she will be discussing and answering questions about the book online. This will require setting up a username and password for the site and possibly accessing the online discussion group from home.

At the end of each of the four weeks your child will be asked to take a survey regarding their experiences with the literature group. No questions will be seeking personal information as they will be giving opinions or rating their experiences related only to their literature circle experience. However, if your child participates they may refuse to answer any question in the survey at any time.

**Are there any benefits to my child if he or she is in this research study?**

The potential benefits to your child for taking part in this study is furthering the development of thoughts and ideas related to literature while also encouraging respectful and engaging communication with peers online.

If your child takes part in this study, it may also help others in the future.

**Are there any risks to my child if he or she is in this research study?**

The potential risks to your child from taking part in this study are no greater than minimal. For example your child may undergo some physical discomfort, emotional stress, inconvenience or loss of time, and breach of confidentiality. I will take every precaution to minimize these risks from happening, but should they occur, I will refer your child to the guidance counselor or give them extra time to make up the work.

**Will information about my child be kept private?**

The data for this study will be kept private and confidential to the extent allowed by federal and state law. Data will be coded by assigning a letter to each group. The key to the code will be stored in a locked cabinet, separate from the coded data. Surveys will be taken according to group code so student’s individual answers will remain anonymous. When information is gained from online discussion and questions, all observations will be recorded according to group code even though student names will appear in the discussion thread.

Information about your child such as graded rubrics from group worksheets and points awarded for written questions and participation will be given to you. The results of this study may be published or presented at professional meetings, but your child’s name will not be used or associated with the findings. The data for this study will be kept for three years and destroyed after that.

**Are there any costs or payments for your child being in this research study?**

There will be no costs to you or your child for taking part in this study and you will not receive money or any other form of compensation for taking part in this study.

**What are my child’s rights as a research study volunteer?**

Your child’s participation in this study is completely voluntary. Your child may choose not to take part in this study, choose not to answer specific questions, or leave the study at any time. If your child is not involved with the study they will still take part in the regular classroom activities, but the child’s information will not be used in the study. There will be no penalty or loss of benefits to which you or your child are entitled if you choose not to give your permission for your child to take part or your child withdraws from the study.

**Who can I talk to if I have questions?**

If you have questions about this study or the information in this form, please contact the researcher Chad Hagen. Mail: N132 W18473 Rockfield Road, Germantown, WI 53022. Email: [chagen@germantown.k12.wi.us](mailto:chagen@germantown.k12.wi.us) Phone: 262-253-3472. If you have questions about your rights or your child’s rights as a research participant, or would like to report a concern or complaint about this study, please contact the Marian University IRB Administrator at (920) 923-8796, or e-mail orsp@marianuniversity.edu, or regular mail at: Marian University ORSP, 45 S. National Avenue, Fond du Lac, WI 54935.

**What does my signature on this consent form mean?**

Your signature on this form means that:

* You understand the information given to you in this form
* You have been able to ask the researcher questions and state any concerns
* The researcher has responded to your questions and concerns
* You believe you understand the research study and the potential benefits and risks that are involved for your child.
* You understand that even if you give your permission, you child may choose not to take part in the study.

**Study Title:** Using Online Communication in Literature Circles

**Researchers:**

* *Principal Investigator – Chad Hagen, your phone, chagen@germantown.k12.wi.us*
* *Research Advisor – Dr. Susanne Dennis, Marian Professor*

**Statement of Consent**

I give my voluntary permission for my child to take part in this study. I will be given a copy of this consent document for my records.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature of Parent or Guardian Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Printed Name of Parent or Guardian

**Statement of Person Obtaining Informed Consent**

I have carefully explained to the parent of the child being asked to take part in the study what will happen to their child.

I certify that when this person signs this form, to the best of my knowledge, he or she understands the purpose, procedures, potential benefits, and potential risks of his or her child’s participation.

I also certify that he or she:

* Speaks the language used to explain this research
* Reads well enough to understand this form or, if not, this person is able to hear and understand when the form is read to him or her
* Does not have any problems that could make it hard to understand what it means for his or her child to take part in this research.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature of Person Obtaining Consent Date

\_\_\_\_\_Chad Hagen\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Principal Investigator\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Printed Name of Person Obtaining Consent Person’s Role in Research Study

APPENDIX D. Child Assent Form

|  |  |
| --- | --- |
| Institutional Review Board for the Protection of Human Subjects (IRB)  **Child Assent Form** | **UniversityLogo** |

**Study Title:** Using Online Communication in Literature Circles

**IRB Approval File Code:** D101110112Q

**Researchers:**

*Principal Investigator: Chad Hagen, 262-253-3472, chagen@germantown.k12.iw.us*

*Research Advisor: Dr. Susanne Dennis, Marian Professor*

My name is *Chad Hagen.* As part of my master’s studies at Marian University, I am doing a classroom action research project*.* I am inviting you to take part in my research study. Your parent(s) know I am talking with you about this project, but it is up to you to decide if you want to be in the study. This form will tell you more about it to help you decide whether or not you want to take part in it.

**Why is this study being done?**

The purpose of the study is to help us learn about the effects of using online communication to improve the quality and frequency of student participation in literature circles. You are being asked to take part because you are a student in my class.

**What am I being asked to do?**

If you take part in the study, you will be asked to participate in two separate literature circle groups. Each group consists of reading one book in a four week time period. You will read an assigned number of pages each week while completing an assigned literature role to be completed by Friday’s discussion. The reading and literature roles will be completed as part of regular classroom work. This might include doing some of the work as part of weekly homework. This research study will not result in an increased workload for you as everything being assigned would be part of the classroom’s typical reading curriculum. During the second literature circle group you will be asked to join a website where you will be discussing and answering questions about the book online. This will require setting up a username and password for the site and possibly accessing the online discussion group from home.

At the end of each of the four weeks you will be asked to take a survey regarding your experiences with the literature group. No questions will be seeking personal information as you will be giving opinions or rating your experiences related only to your literature circle experience. However, if you participate you may refuse to answer any question in the survey at any time.

*If media recording is used, I will let you know and I you won’t record you without your permission.*

**What are the benefits to me for taking part in the study?**

The potential benefits to you for taking part in this study is furthering your thinking skills related to literature while also being respectful during communication with peers online.

*. Taking part in this research study may not help you get straight A’s, but it might help me learn how to help other kids get more information using technology.*

**Are there any risks to me if I am in this study?**

The potential risks of taking part in this study are no greater than minimal. For example you may undergo some physical discomfort, emotional stress, inconvenience or loss of time and breach of confidentiality. I will take every precaution to minimize these risks from happening, but should they occur, I will refer you to the guidance counselor or give you extra time to make up the work.

**Will my information be kept private?**

The data for this study are coded and anonymous. The master list and the key will be kept separately in a restricted computer and a locked cabinet. Neither the researcher(s) nor anyone else will know which data is yours. The data for this study will be kept private and confidential to the extent allowed by federal and state law. The aggregate data and summary results will be shared with my research advisor, the school principal and parents who may ask for the results. Under rare circumstances, your data you may be reviewed by MU officials or people from the organization or agency that funded the study. When we tell other people or write articles about what we learned in the study, we won’t include your name or that of anyone else who took part in the study. The data for this study will be kept for 3 years.

**Are there any costs or payments for being in this study?**

There will be no costs to you for taking part in this study. And you will not receive money or any other form of compensation for taking part in this study.

**What are my rights as a research study volunteer?**

Your participation in this research study is completely voluntary. You do not have to be a part of this study if you don’t want to. There will be no penalty to you if you choose not to take part and no one will be upset or angry at you. You may choose not to answer any questions you don’t want to answer, and you can change your mind and not be in the study at any time. If you decide to not be in the study, you will still take part in the activity but your data will not be used in the analysis.

**Who can I talk to if I have questions?**

If you have questions at any time, you can ask the researchers and you can talk to your parent about the study. We will give you a copy of this form to keep. If you have questions about the study, call Dr. Susanne Dennis or 920-929-7362 or email at [susanne dennis@online.marianuniversity.edu](mailto:susanne%20dennis@online.marianuniversity.edu)

The Marian University Institutional Review Board has reviewed this study to make sure that the rights and safety of people who take part in the study are protected. If you have questions about your rights in the study, or if you are unhappy about something that happens to you in the study, you can contact them at (920) 923-8796 or orsp@marianuniversity.edu.

**What does my signature on this consent form mean?**

Your signature on this form means that:

* You understand the information given to you in this form
* You have been able to ask the researcher questions and state any concerns
* The researcher has answered your questions and concerns
* You believe you understand the research study and the potential benefits and risks that are involved.

**Study Title:** Using Online Communication in Literature Circles

**Researchers:** *Chad Hagen*

**Statement of Consent**

I give my voluntary consent to take part in this study. I will be given a copy of this consent document for my records.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature of Participant Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Printed Name of Participant

**Statement of Person Obtaining Informed Consent**

I have carefully explained to the person taking part in the study what he or she can expect.

I certify that when this person signs this form, to the best of my knowledge, he or she understands the purpose, procedures, potential benefits, and potential risks of participation.

I also certify that he or she:

* Speaks the language used to explain this research
* Reads well enough to understand this form or, if not, this person is able to hear and understand when the form is read to him or her
* Does not have any problems that could make it hard to understand what it means to take part in this research.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature of Person Obtaining Consent Date

\_\_\_\_\_\_\_Chad Hagen\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_Principal Investigator\_\_\_\_\_\_

Printed Name of Person Obtaining Consent Role in the Research Study

Appendix E. Group Observation Recording Sheet

Group Discussion Observation Sheet

Week \_\_\_

Group \_\_\_ Date: \_\_\_\_\_\_\_\_\_

Extension of Thinking:

Compared a book to another book:

Compared book to own experiences:

Had a new thought:

Active Participation:

Praised someone else’s comments:

Responded to others comments:

Attentive Listening: (5 being highest/best) 5 4 3 2 1 0

Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Group Discussion Observation Sheet

Week \_\_\_

Group \_\_\_ Date: \_\_\_\_\_\_\_\_\_

Extension of Thinking:

Compared a book to another book:

Compared book to own experiences:

Had a new thought:

Active Participation:

Praised someone else’s comments:

Responded to others comments:

Attentive Listening: (5 being highest/best) 5 4 3 2 1 0

Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Appendix F. Discussion Director Rubric

Group Member \_\_\_\_\_\_

Discussion Director Questions

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Discussion Questions | **4 (advanced)**  3 or more questions  fit clearly within the category. All questions relate directly to the story and promotes discussion. | **3 (proficient)**  3 questions are written within the category. The questions relate to the story but doesn’t necessarily promote discussion. | **2 (progressing)**  2 questions are written within the category. 1 or more questions do not relate directly to the story which inhibits discussion. | **1 (minimal)**  1 or less questions  are clearly written within the category. Questions do not relate directly to the story which inhibits discussion. |
| Knowledge Questions |  |  |  |  |
| Analysis Questions |  |  |  |  |
| Synthesis Questions |  |  |  |  |
| Evaluation Questions |  |  |  |  |

Appendix G. Online Observation Sheet

Online Group Discussion Observation Sheet

Week \_\_\_

Group \_\_\_

Participation:

Total number of posts in the week \_\_\_\_

Comments:

Original Comments (statements that are original, modify, expand, or add to an original comment)

Total \_\_\_\_

Supportive Comments (statements that encourage others and keep discussion going)

Total \_\_\_\_

Connecting Comments (comments that tie together two comments that were made at different times)

Total \_\_\_\_

Follow-up Comments (comments asking to clarify, expand, or rephrase a statement)

Total \_\_\_\_

Netiquette: (5 being highest/best) 5 4 3 2 1 0

Appendix H. Student Survey: Without Online Discussion

Individual Student Survey

(1st Four Weeks)

Group \_\_\_

Circle your response to each question. You can skip any question or stop taking the survey at any time.

1. On a scale of 1-4 how would you rank your reading skills?

(least) 1 2 3 4 (most)

2. On a scale of 1-4 how much do you enjoy literature circles?

(least) 1 2 3 4 (most)

3. On a scale of 1-4 how much did face-to-face group discussion, **before** your Friday meeting, help you understand the book?

(little) 1 2 3 4 (a lot)

4. On a scale of 1-4 how much did face-to-face group discussion, **before** your Friday meeting, help you better complete your literature roles?

(little) 1 2 3 4 (a lot)

5. On a scale of 1-4 rate how you think **Friday’s** group discussion helped in your understanding of the book?

(little) 1 2 3 4 (a lot)

6. On a scale of 1-4, rate how you think you contributed to group discussion?

(little) 1 2 3 4 (a lot)

7. What do you like about the current format of literature circles and what do you think would make literature circles better?

Appendix I. Student Survey: With Online Discussion

Individual Student Survey

(2nd Four Weeks)

Group \_\_\_

Circle your response to each question. You can skip any question or stop taking the survey at any time.

1. On a scale of 1-4 how would you rank your reading skills?

(least) 1 2 3 4 (most)

2. On a scale of 1-4 how much do you enjoy literature circles?

(least) 1 2 3 4 (most)

3. On a scale of 1-4 how much did online group discussion, **before** your Friday meeting, help you understand the book?

(little) 1 2 3 4 (a lot)

4. On a scale of 1-4 how much did online group discussion, **before** your Friday meeting, help you better complete your literature roles?

(little) 1 2 3 4 (a lot)

5. On a scale of 1-4 rate how you think **Friday’s** group discussion helped in your understanding of the book?

(little) 1 2 3 4 (a lot)

6. On a scale of 1-4, rate how you think you contributed to group discussion?

(little) 1 2 3 4 (a lot)

7. What do you like about the current format of literature circles and what do you think would make literature circles better?

Appendix J. Literature Role: Discussion Director

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Discussion Director

You must create three *knowledge*, *analysis*, *synthesis*, and *evaluation* questions. These are 12 thoughtful questions, in all, that you must prepare and relate to the section of the text you were assigned to read. You may use the question starters below or design your own.

When discussing, be sure to encourage all group members to contribute as well as include your own thoughts.

Knowledge: The answer is right there in the story. You can point to the answer.

Who, what, when, where, how \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

Name as many \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Which character \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

Create your own knowledge questions: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Analysis: The answer is in the text but it needs to be put together with different pieces from the book. This is the separation of a whole into parts.

How would you compare \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

What is the difference between \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

Outline/diagram/web \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

What are the parts or features of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

Classify \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ according to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Create your own analysis questions: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Synthesis: Combining ideas to form a new whole. The answers will come from clues from the book and the reader’s own personal meaning from what was read.

Predict what would happen if\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Why did the author include \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

Why did the character \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

How would you create/design a new \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

What solutions would you suggest for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

Create your own synthesis questions:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Evaluation: The answer is not in the story. The questions ask for your own thoughts about something in the story as there are no right or wrong answers. The question could lead to a debate between group members.

Do you agree \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

How would you feel when \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

Why do you think \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

Was it fair when \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

Debate whether or not \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

Create your own evaluation questions: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Appendix K. Literature Role: Sequencer

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Sequencer

You must help your group review what was read the past week. Your job is to write 8 main events that describe what happened during your assigned reading. Then you will cut out each event, mix them up, and have your group try to put it back together in the correct sequence. Paste the correctly sequenced events on a piece of paper to turn in.

Make sure you avoid words like “he”, “she”, “they” but instead use the character’s name. Also, don’t use transition words like “first”, “second”, “lastly” as this will make it too easy to sequence your events.

|  |
| --- |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

Appendix L. Literature Role: Illustrator

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Illustrator

Your job is to draw some kind of a picture related to what you read in your section. It can be a sketch, cartoon, diagram, or stick figure scene. It can be about something that you read, something that the reading reminded you about, or an element of the story (plot, character, setting). You may use a new sheet or the bottom of this page for your illustration.

When you present, let others in your group guess what your illustration means. After everyone has discussed the meaning, tell them what your picture means or what it represents to you.

Appendix M. Literature Role: Character Sketch

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Character Sketch

You must help your group better understand characters in the book. Choose two characters and identify three character traits for each. You must find a specific example, from the book, for each trait and label the page number that you found it on. Ideas for discussing this role might include telling your group the character traits and letting them guess the character or tell your group the character and the examples while letting them guess the trait. Discuss any disagreements or other ideas that may be presented.

Examples of Character Traits: helpful friendly sneaky selfish determined impatient patient tough

adventurous afraid angry calm bored

honest lazy greedy courageous clever

Character: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Trait: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Example: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ pg. \_\_\_\_

Trait: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Example: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ pg. \_\_\_\_

Trait: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Example: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ pg. \_\_\_\_

Character: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Trait: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Example: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ pg. \_\_\_\_

Trait: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Example: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ pg. \_\_\_\_

Trait: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Example: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ pg. \_\_\_\_

Appendix N. Online Discussion Starters

*Online Discussion Starters*

*Week 1*

**What predictions can you make about your book?**

**Please respond to each group member at least once before Friday.**

*Week 2*

**What was the most confusing or surprising part of the book so far?**

**Please respond to each group member at least once before Friday.**

*Week 3*

**Who is your favorite and least favorite character in the book? Why?**

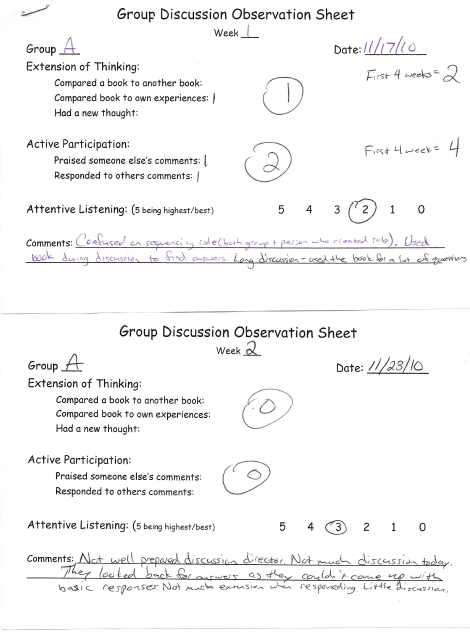
**Please respond to each group member at least once before Friday.**

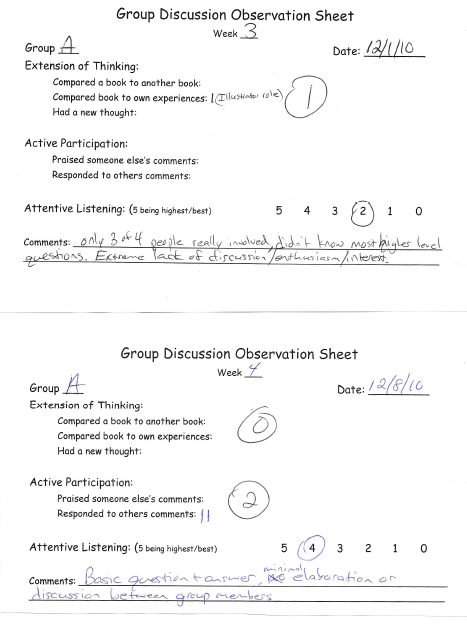
*Week 4*

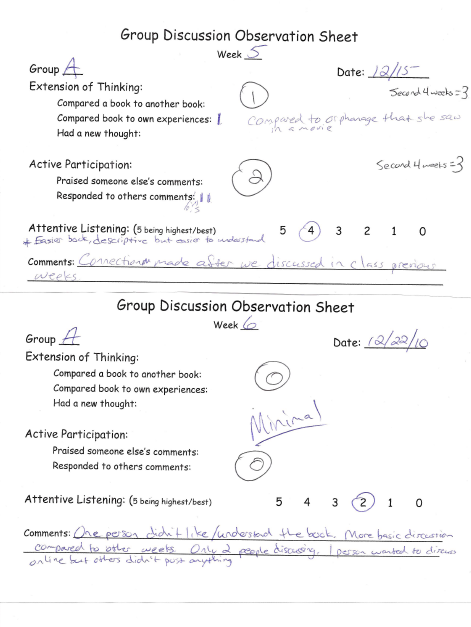
**Do you think this book would make a good movie?**

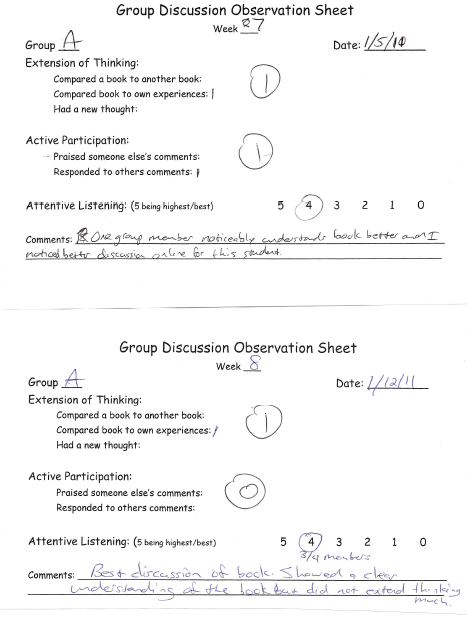
**Please respond to each group member at least once before Friday.**

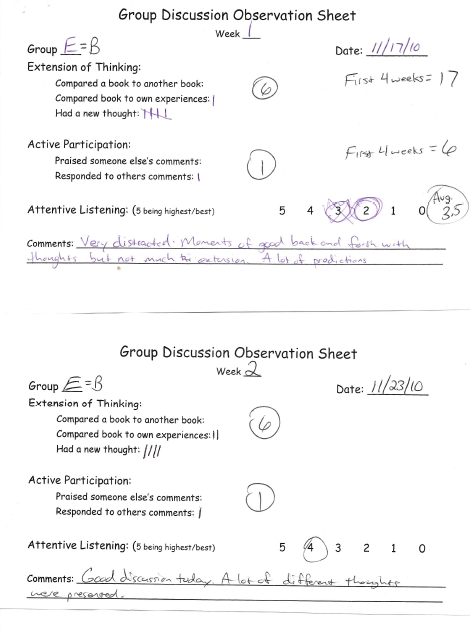
Appendix O. Group Discussion Observation Sheets

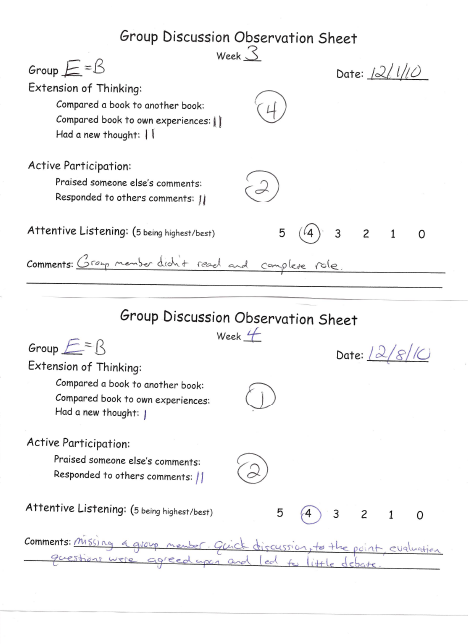


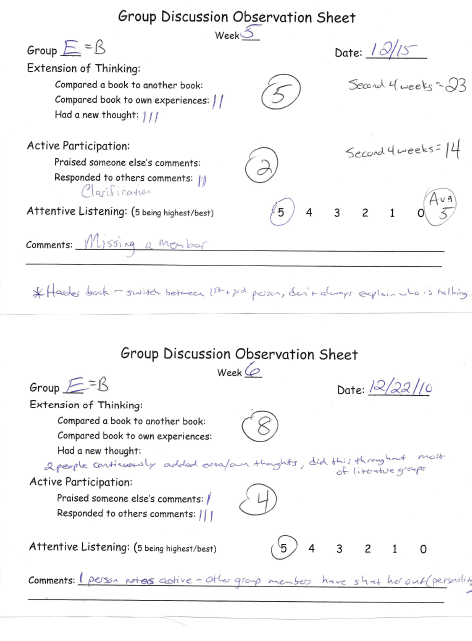


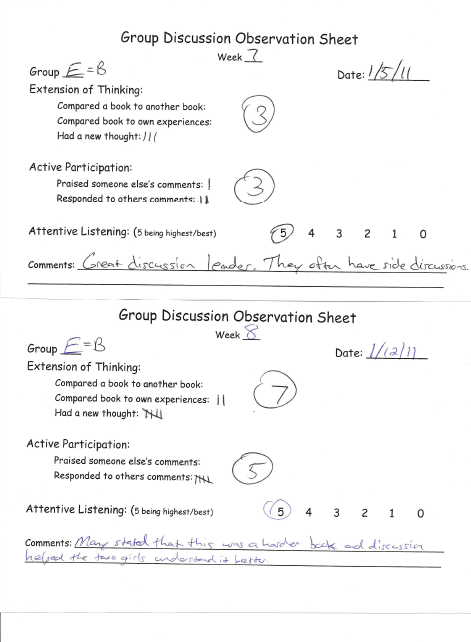












Appendix P. Survey Results

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Individual Student Survey Results (1st Four Weeks) | | | | | |
| (scale 1-4) | Group A Member | Group A Member | Group A Member |  | Mean Score |
| Question 1 | 4 | 4 | 3 |  | 3.6 |
| Question 2 | 3 | 4 | 4 |  | 3.6 |
| Question 3 | 3 | 4 | 4 |  | 3.6 |
| Question 4 | 4 | 4 | 3 |  | 3.6 |
| Question 5 | 4 | 4 | 4 |  | 4.0 |
| Question 6 | 3 | 4 | 3 |  | 3.3 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Individual Student Survey Results (1st Four Weeks) | | | | | |
| (scale 1-4) | Group B Member | Group B Member | Group B Member | Group B Member | Mean Score |
| Question 1 | 4 | 3 | 4 | 4 | 3.75 |
| Question 2 | 3 | 3 | 4 | 3 | 3.25 |
| Question 3 | 2 | 1 | 3 | 1 | 1.75 |
| Question 4 | 1 | 1 | 4 | 2 | 2 |
| Question 5 | 4 | 2 | 4 | 3 | 3.25 |
| Question 6 | 4 | 4 | 4 | 3 | 3.75 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Individual Student Survey Results (2nd Four Weeks) | | | | | |
| (scale 1-4) | Group A Member | Group A Member | Group A Member | Group A Member | Mean Score |
| Question 1 | 3 | 4 | 4 | 4 | 3.75 |
| Question 2 | 4 | 3 | 4 | 4 | 3.75 |
| Question 3 | 3 | - | 4 | 4 | 3.6 |
| Question 4 | 3 | 3 | 4 | 4 | 3.5 |
| Question 5 | 2 | 4 | 3 | 4 | 3.25 |
| Question 6 | 2 | 3 | 4 | 4 | 3.25 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Individual Student Survey Results (2nd Four Weeks) | | | | | |
| (scale 1-4) | Group B Member | Group B Member | Group B Member | Group B Member | Mean Score |
| Question 1 | 4 | 4 | 4 | 3 | 3.75 |
| Question 2 | 3 | 4 | 3 | 4 | 3.5 |
| Question 3 | 3 | 4 | 1 | 4 | 3.0 |
| Question 4 | 2 | 4 | 2 | 2 | 2.5 |
| Question 5 | 4 | 4 | 4 | 2 | 3.5 |
| Question 6 | 2 | 4 | 3 | 4 | 3.25 |

Appendix Q. Discussion Director Rubric Results

|  |  |  |
| --- | --- | --- |
| Group A Member 1 |  |  |
|  | Without Online Discussion | With Online Discussion |
| Knowledge Question | 3 | 2 |
| Analysis Question | 2 | 3 |
| Synthesis Question | 2 | 2 |
| Evaluation Question | 2 | 1 |
|  |  |  |

|  |  |  |
| --- | --- | --- |
| Group A Member 2 |  |  |
|  | Without Online Discussion | With Online Discussion |
| Knowledge Question | 3 | 3 |
| Analysis Question | 1 | 4 |
| Synthesis Question | 1 | 3 |
| Evaluation Question | 2 | 4 |
|  |  |  |

|  |  |  |
| --- | --- | --- |
| Group A Member 4 |  |  |
|  | Without Online Discussion | With Online Discussion |
| Knowledge Question | 3 | 3 |
| Analysis Question | 3 | 4 |
| Synthesis Question | 3 | 3 |
| Evaluation Question | 3 | 4 |
|  |  |  |

|  |  |  |
| --- | --- | --- |
| Group A Member 3 |  |  |
|  | Without Online Discussion | With Online Discussion |
| Knowledge Question | 4 | 4 |
| Analysis Question | 2 | 4 |
| Synthesis Question | 3 | 4 |
| Evaluation Question | 3 | 4 |
|  |  |  |

|  |  |  |
| --- | --- | --- |
| Group B Member 1 |  |  |
|  | Without Online Discussion | With Online Discussion |
| Knowledge Question | 4 | 4 |
| Analysis Question | 3 | 3 |
| Synthesis Question | 3 | 3 |
| Evaluation Question | 4 | 4 |
|  |  |  |

|  |  |  |
| --- | --- | --- |
| Group B Member 2 |  |  |
|  | Without Online Discussion | With Online Discussion |
| Knowledge Question | 4 | 4 |
| Analysis Question | 3 | 4 |
| Synthesis Question | 4 | 4 |
| Evaluation Question | 4 | 4 |
|  |  |  |

|  |  |  |
| --- | --- | --- |
| Group B Member 3 |  |  |
|  | Without Online Discussion | With Online Discussion |
| Knowledge Question | 4 | 4 |
| Analysis Question | 3 | 3 |
| Synthesis Question | 4 | 4 |
| Evaluation Question | 4 | 4 |
|  |  |  |

|  |  |  |
| --- | --- | --- |
| Group B Member 4 |  |  |
|  | Without Online Discussion | With Online Discussion |
| Knowledge Question | 4 | 4 |
| Analysis Question | 4 | 4 |
| Synthesis Question | 3 | 4 |
| Evaluation Question | 4 | 4 |
|  |  |  |

|  |  |
| --- | --- |
|  | Group A- Week 5 |
| Original Comments | 4 |
| Supportive Comments | 0 |
| Connecting Comments | 0 |
| Follow-up Comments | 0 |
|  | Total Comments= 4 |
| Netiquette (1-5) | 5 |

Appendix R. Online Discussion Observations

|  |  |
| --- | --- |
|  | Group A- Week 6 |
| Original Comments | 22 |
| Supportive Comments | 5 |
| Connecting Comments | 0 |
| Follow-up Comments | 0 |
|  | Total Comments= 27 |
| Netiquette (1-5) | 5 |

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| --- | --- |
|  | Group A- Week 7 |
| Original Comments | 3 |
| Supportive Comments | 0 |
| Connecting Comments | 0 |
| Follow-up Comments | 0 |
|  | Total Comments= 3 |
| Netiquette (1-5) | 5 |

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| --- | --- |
|  | Group A- Week 8 |
| Original Comments | 13 |
| Supportive Comments | 1 |
| Connecting Comments | 0 |
| Follow-up Comments | 0 |
|  | Total Comments= 14 |
| Netiquette (1-5) | 5 |
|  |  |

|  |  |
| --- | --- |
|  | Group B- Week 5 |
| Original Comments | 31 |
| Supportive Comments | 2 |
| Connecting Comments | 0 |
| Follow-up Comments | 1 |
|  | Total Comments= 34 |
| Netiquette (1-5) | 5 |

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| --- | --- |
|  | Group B- Week 6 |
| Original Comments | 71 |
| Supportive Comments | 3 |
| Connecting Comments | 0 |
| Follow-up Comments | 3 |
|  | Total Comments= 77 |
| Netiquette (1-5) | 4 |

|  |  |
| --- | --- |
|  | Group B- Week 7 |
| Original Comments | 21 |
| Supportive Comments | 1 |
| Connecting Comments | 1 |
| Follow-up Comments | 1 |
|  | Total Comments= 24 |
| Netiquette (1-5) | 5 |

|  |  |
| --- | --- |
|  | Group B- Week 8 |
| Original Comments | 11 |
| Supportive Comments | 0 |
| Connecting Comments | 2 |
| Follow-up Comments | 1 |
|  | Total Comments= 14 |
| Netiquette (1-5) | 5 |